Enhancing the regular ed. curriculum through increased attention to language development:

the 3-ify approach

Sessions A & B
by Catherine Brown
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About your instructor:

Catherine Brown consults with thousands of teachers throughout the nation each year. Participants consistently rate her staff development opportunities at the top of the scale.

Her twenty years of experience working with educators and students spans public and private schools, general education, bilingual, English language acquisition, adult ESL, and Spanish for native and non-native speakers in grades K-adult.

Currently she works as a featured national consultant with the largest provider of staff development opportunities for educators in the United States, the Bureau of Education and Research (BER), is a frequent presenter at national conferences, consults with districts throughout the United States, and serves as adjunct faculty for Portland State and Antioch Universities.

Catherine is descended from a long line of educators. For three generations, her family has dedicated itself to offer the best to students and their families. Catherine is the wife of an exemplary middle school PE teacher and wrestling coach, and the mother of two children attending public education.

We believe that our schools, and the dedicated professionals who devote their lives, caring, and energy to the children of our nation deserve the best. Accelerating Minds' mission is to inspire, support, and provide state-of-the-art professional development for the teachers of our youth.

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19. Virtual worlds and online gaming environments

20. Visuals and manipulatives

21. Vocabulary

For Catherine's blog: Homepage, scroll to bottom, select blog link

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The categories of most help to you and a space to make notes:

ESL websites
Literacy and books (print and electronic)
Utilizing the Internet for learning
Visuals and manipulatives
Vocabulary

Enhancing the regular ed curriculum through increased attention to language development

the 3-ify approach

Sessions A & B

Assessment data		AZ standards		ELP standards		
DSI/ELP	Content	T Action/Materials	S Action/Materials		Evaluation	Mods/Accs

Which portions are the same as a general education lesson plan?

- Assessment data
- AZ standards
- Content objectives (regular content area standards)
- The fundamental base of the content activities and assessments
- Evaluation
- Modifications/ accommodations sometimes

Then we'll add ...

- Planning on activities and instruction to meet ELP standards and DSI objectives
- Additional opportunities for listening, speaking, and writing
- Increased frontloading
- Formative assessments, appropriate to the proficiency level of the student
- Modifications if needed

In other words, we're going to 3-ify our current curriculum

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the 3-ifies:

Language-ify
(add DSL & ELP)

Frontload-ify

Modify

The general layout of the ELP standards, by domain

Listening & Speaking

1. Express own ideas
2. Use conventions
3. Listen actively to input from others

The general layout of the ELP standards, by domain

Reading K-5 (ELL I-III)

1. Concepts of print
2. Phonology, decoding, syllabication, morphology
3. Vocabulary
4. Fluency & accuracy
5. Text analysis (expression, enjoyment, response to content area text)

The general layout of the ELP standards, by domain

Reading 6-12 (ELL IV-V)

1. Vocabulary
2. Fluency & accuracy
3. Text analysis (expression, enjoyment, information, understanding)

(in other words, skips the first two categories from the K-5 standards)

The general layout of the ELP standards, by domain

Writing
1. Express thinking & ideas in a variety of genres
2. Conventions
3. Writing process

(for levels II and above)
4. Integrate elements of effective writing for engaging & focused text
5. Use reference materials

DSI

Parts of speech
- Nouns
- Verbs
- Pronouns
- Adjectives
- Adverbs
- Prepositions
- Conjunctions
- Interjections

DSI

Grammar skills
- (Levels IV & V) Spelling
- Phrase & clause construction
- Sentence construction
- Agreement
- Questions
- Phonology link

Moving through the process

- Just an example
- Grades 1, 4, and 7
- **Nothing sacred about what I'm choosing to do.** It's just exploring ways to think about this new model and how to plan it in line with the standards.

Suggestion

- To create a well-rounded DSI and ELP scope and sequence, you might want to **mark up, or perhaps even date, where on the DSI and ELP standards** you're working in order to sure you've worked with all pieces (hopefully repeatedly) throughout the year

Applying these tools to the lesson plan template at various grade levels

4th grade

## Going through the process of 3-ifying

- **Frontload-ify** the read-aloud:
  - Elements of fables
    - Often animals as characters (paca & beetle pics)
    - Genre comparison (fable versus realistic fiction)
    - Moral
- **Language-ify** DSI: past tense irregular verbs
- **Modify**: graphic organizer and possible word bank

3-ifying the main reading selection

- **Frontload-ify** Akiak:
  - Journey versus trip
- **Language-ify** DSI: past tense irregular verbs
- **Modify**: graphic organizer and possible word bank
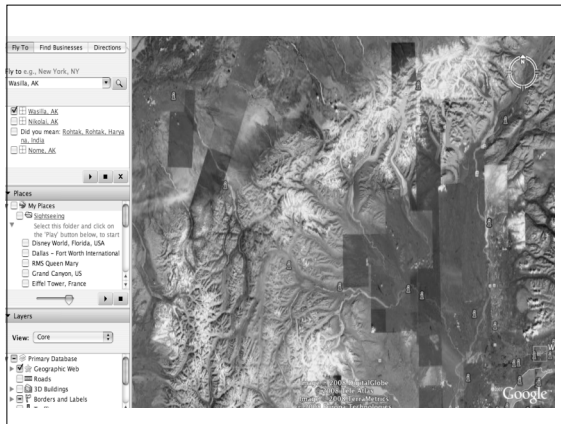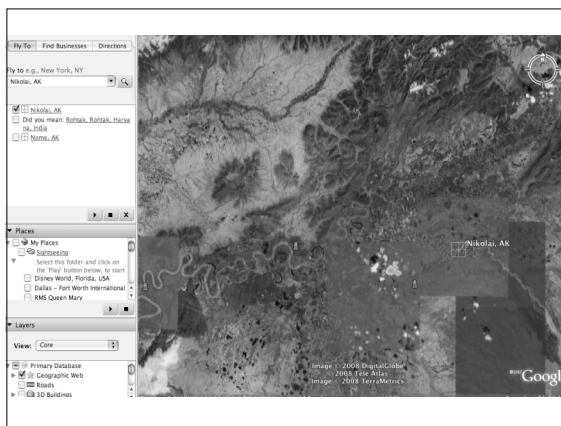
What's a journey across Alaska like?

Comparing using:
-er, -est, more, most, less, fewer, greater, farther, closer, nearer, colder, warmer, drier, wetter, higher, lower
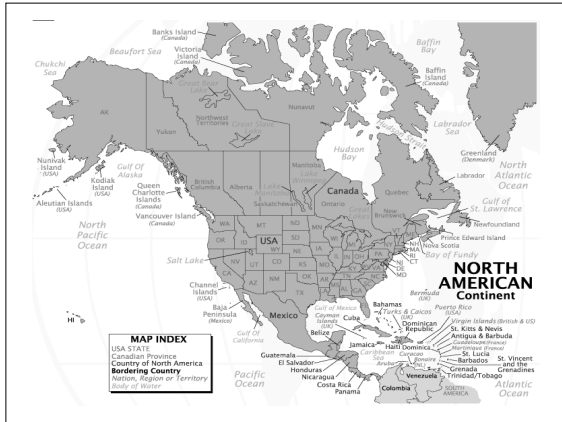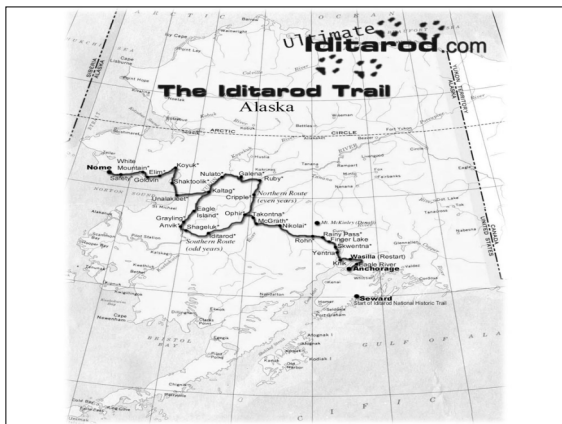
YouTube: Iditarod on the ground
DSI: sensory adjs, compound preps, action/movement preps

Picture walk

- How can we conduct one that utilizes simultaneous interaction?

BER.wmv

Publisher vocabulary and your professional opinion

- How often could vocabulary learning tools negate the need to tell them the meaning? (TG 27B)
  – Rugged p. 30
  – Musher (teach it) p. 33
  – Vowed p. 34
  – Checkpoint p.37
  – Volunteer p. 39
  – Experienced p. 40
  – Layover p. 44
  – Squinted p.46

Applying these tools to the lesson plan template at various grade levels

1st grade

Why do some people say snails have their home on their back?

Amplifying in order to practice language

- TG T12 shows a house on a snail's back and talk about what's surprising. We could amplify this and get even more opportunities to work with ELP standards and DSI.

Silly pictures:

- Describe familiar objects, people, and events in detail
- DSI: linking verbs of being (act, seem, appear)
- Modal auxiliaries (may, might, could)

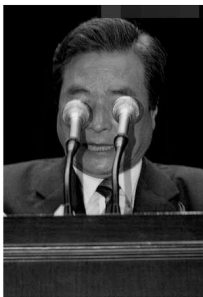## Silly pictures:

- Describe familiar objects, people, and events in detail
- DSI: linking verbs of being (act, seem, appear)
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Silly pictures:

- Describe familiar objects, people, and events in detail
- DSI: linking verbs of being (act, seem, appear)
- Modal auxiliaries (may, might, could)

Plant life cycle

Applying these tools to the lesson plan template at various grade levels

7th grade

Zebra

helicopter

Vietnam

injured hand

missing arm

envelope

art class

man

landscape

Note: pay attention to the capitals

Inference and constructing meaning happen in the middle

my mind   the text

Assessment data	AZ standards	ELP standards

DSI/ELP	Content	T Action/Materials	S Action/Materials	Evaluation	Mods/Accs

T = teacher, S=student, Mods= Modifications, Accs=Accomodations

1st grade: Theme [illegible]

Assessment data	AZ standards	ELP standards
Ss confusing question stems SS not using modals in speech		Writing: 2W S-3: PO 1, 1 W 3-2: PO 1 L+S F-3 L+S PO (6)

DSI/ELP	Content	T Action/Materials	S Action/Materials	Evaluation	Mods/Accs
ELP writing 1 W3-2; PO 1	TG 12 surprise! (frontload poem)	Why could a snail shell be called a home? Show pics snail out & retract	→ Teacher/student generated list of what we observe	labeled sketches	class-generated word bank
DSI linking verbs of being	TG 12 house on snail	What is silly? Show other silly pics, write linking verbs of being	TPS descripts of silly pics.	TPS & whiteboard silly descripts, using linking verbs	pictures word bank sentence template
① ELP describe					
DSI modal auxiliaries could might may	TG 13 surprise door	Model teacher's surprise door & lead through Qs w/ modal auxils.	TPS guesses using modals. Student-made & report guessing	Listen to TPS	word bank modals
ELP 2W3-3:PO1 write functional text place in sequence	TG 144 morning message	Write morning message as per → T's guide & write student predictions frl picture walk, using sequence language	→ Students do TP share predictions	TPS contributions to predictions list	
ELP L+S F-3 retell simple stories	TG 65 3 Pigs: Who, Where, What	Using stuffed pig, Answer where's graphic organizer who what & do things	Students sketch in graphic organizer who what where ea time	graphic organizer	
"	TG 74-75 Same but Goldilocks	Sketch Goldilocks Stick figure in various places	Put Goldilocks in graphic organizer	"	

TPS = Think pair share.
T = teacher, S=student, Mods= Modifications, Accs=Accomodations

1st grade: Arnold Surprise:

Assessment data

AZ standards

ELP standards

DSI/ELP	Content	T Action/Materials	S Action/Materials	Evaluation	Mods/Accs
ELP L&S F-3 recite rhyme sequence	TC, title Frontload story. What do plants need	Show scarecrow videos, act out what plants need	Students act out and repeat s sketch	Use 8 sequence words in sketch-retell	Word bank Sequence words

T = teacher, S=student, Mods= Modifications, Accs=Accomodations

Assessment data

① incorrect use of past-tense in writing
② unclear about realistic fiction versus nonfiction
③ little background on northern

AZ standards

ELP standards

ELP LS-E3 ; ELP LS-F2 ;
ELP 3W3-6 PO1, PO2, 3W3-2 PO1

DSI/ELP	Content	T Action/Materials	S Action/Materials	Evaluation	Mods/Accs
ELP LS-E3 compad/contr.	Frontload Fable + Genre Fable	Para, Beetle pics Animals as characters Moral Model Venn	→ Fill in Fable/Realistic Fiction Venn Antic Guide: How will fable elements coincide/differ in Realistic fict?	Fill in empty Venn fr/memory @ end of week	Word bank if needed
DSI reg/irreg. past tense	Story struct. read-aloud TG 26 A-B (fable)	Help Ss underline past tense verbs in photocopy	Students underline past tense verbs. Categorize reg/irreg, tried to deduce rule	Student whiteboard reg/irreg past quiz	partners
DSI: reg compley compar.	Journey TG27A vs Idit. 57E	maps: N)mner map Ak, Google Earth brainstorm comparing words	work w/ partner creating sentences comparing	G-TPS	Class-generated word bank
ELP: LS-E5 sims ; diffs	Trip 57E (wordwork)	AZ to AK Edit vs Fable trip	①AZ to AK @ Help to journey ②various locations along rout.	① Venn for each ②Venn of 3 ③3 similar sentences	word bank
DSI: sensory adjs compound props. (in front of, next to on top of)	YouTube Iditarod Video	Brainstorm w/Ss sensory adjs. Brainstorm w/Ss compound. action props.	① Ss narrate clip w/sensory adjs. ②Ss narrate clip using action props. ③look @ Idit. route on map → Ss TPS route using prepositns	teacher listn	word bank prepositns
DSI conditional	TG 36-51 S/student text	① model interactive pict walk using conditn'l tense.	→ interactive picture walk②TPS ②Continuum	TPS	word bank conditional words *
ELP writing 3W3-2, 3-6 predictions	TG 57 F S/student text		Place Modals on most to least imperative continuum ②write Ss sentence predictions	word bank	word bank conditional words *
DSI → vowel sounds → kinds of sentences → pronouns → interjections	TG 57 F Short a,c,i,long a,z TG 57 E	follow TG Emphasize reflexive pronouns ** throughout story			

Q: How could we add a row or two for writing? → make list of interjections in story

T = teacher, S=student, Mods= Modifications, Accs=Accomodations
TPS = think, pair share
* = See back for words

* conditional modals: If + might, could, may, ought to, should, would, can

* reflexive pronouns: myself, herself, himself, themselves, ourselves

Assessment data

AZ standards ELP standards

Assessment data		
bu AIMs inference		6W 3-2, PO2, LS E4
not using past perfect/past progressive or past tense modals in writing		6W 3-3: PO1

DSI/ELP	Content	T Action/Materials	S Action/Materials	Evaluation	Mods/Accs
ELP 6W3-2 Writing PO1 (record/reflect) Q's species	Theme for Zebra: hope, perseverance, renewal	Show Vietnam photo video →	might have, could have Write Q's w/ past tense modal auxils.	written Q's	
DSI modal auxil		Show accident scene photo →	How victim need hope/perseverance thru about Viet ? TPS	Listen to TPS	
DSI-2-3 past iresp. phrasal verbs *	Frontloading accident photo Vietnam Story	use phrasal verbs to discuss frontloading & story	Phrasal verb chart accident Vietnam story	TPS 3 sentences fr/chart	
Past tense modal auxs.	Probable Passage/ frontload story	Words: zebra envelope helicopter Vietnam injured hand art class missing arm man landscape	Pre s throughout reading revisit Prob. Passage TPS throughout	P Passage worksheet	
DSI: convert Past tense modals to Past progressive modals	ELL p.40 Zebra	underline Sample past tense modals · discuss purpose of · model creating struct. w/ novel Sentences	→ Students find tha rest → students restate → students create structure for game on inference	correct usage in inference sentence	
ELP LS E4 summarize main ideas/support details	Student reader pp.17-61	teacher read Class summary Stop to √ Probable Passage →	↑ TPS summarize ← pair read /TPS → revise as needed	TPS listen to paired read Prob Passage revision	
ELP 6W 3-3 PO 1	Functional - Write a letter p.63	Model planning phase 1st draft revise edit share	complete planning __, 1st draft __ revise __ edit __ share	Quality of letter against class rubric	more modeling I do/we do / you do

TPS = think/pair/share

T = teacher, S=student, Mods= Modifications, Accs=Accomodations

* see verbs on back

accident
calm down

back up
break down (emots.)
carry off
face up to
get through
cheer up
get away with
track down
run down
sink in
sort out

Vietnam clip
calm down
do away with
go off) explosion
blow up)
look back on
think over
sink in
get through

Story
cheer up
find out
look back on
think over
sink in
get through
sort out

Frontloading:

Establishing Prior Knowledge and Building Background

Before reading a text, it's important to establish prior knowledge, build background knowledge, motivate the reader, and set an explicit purpose for reading. Therefore, many of the activities and discussions that one might reserve as a follow-up to reading a text are often more effective in the front end, prior to reading. Here are some practical ideas for how to do this:
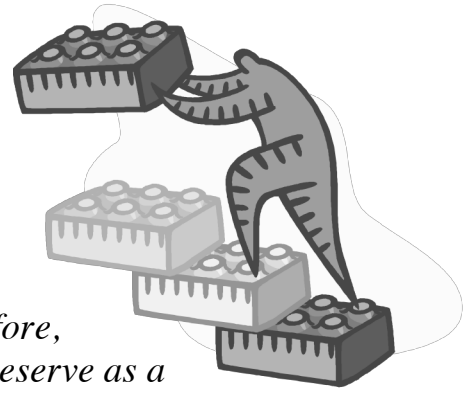
Strategies for establishing prior knowledge and building background:

- **Anticipation guides**: the teacher creates a written list of statements about important information from the text to be read. Students agree or disagree with each, and then may discuss the statements or individually respond to them. After reading students adjust or modify their responses.

- **Brainstorming:** Place students in pairs or small groups and have them brainstorm ideas around a prompt or question related to the topic of the text.
    ### Modifications:
    - Students then categorize those responses. Categories may be teacher-determined or student-derived. Share out with the whole class.
    - This is an active strategy, and for that reason often popular: hang butcher paper around the room. A group of students begins at each paper. They brainstorm together about the word or phrase at the top of the paper. After one or two minutes, all are directed to move on to the next paper and rotate stations. These may be left up throughout the unit and added to if desired.

- **Continuum:**
Even students who are not yet ready to produce much English can participate in this activity, depending upon the sophistication of the opinion statements.
    1. Set up a continuum line at the front of the room.
    2. Put a plus at one side of the board and a minus on the other. *(Variations include having a student hold up cards demonstrating where they fall on a numerical continuum, or put up numbers on a continuum line at the front of the room one through five, designating*

five as very true or strongly agree, and one as very false or strongly disagree.)

3. Make a statement and direct students to line up (or hold up numerical cards, or tape their cards on the line) according to their response to the statement. (i.e. "Cutting taxes is more important than adding more public bus routes." or "Everyone should be required to recycle." or "Peter and Judy shouldn't have taken the Jumanji game back to the park and left it there.")

4. Have students from the one through three side of the continuum pair up with students from the three through five side to defend their points of view.

▪ **Exclusion brainstorming:** Students are given a topic and list of words (some of which pertain to the given topic and others not). Students work in pairs or groups to decide which words belong with the topic and which not. Then, during or after reading they revisit their list and see if they would like to change any of their initial choices.

▪ **Fold the Line:**
1. Students line up according to some criteria (shortest to tallest, birthday chronology, alphabetical order by first or last name, how often they go to the movies, hiking in the woods, or to the grocery store, etc.).

2. The tail of the line walks over to the head of the line and the line "folds" until everyone is across from someone else.

3. Supply students with a topic to discuss, depending upon the content or language acquisition goal under study.

▪ **Graphic organizers:** such as Venn diagrams, brainstorming webs, and structured overviews. For a great FREE website filled with graphic organizers, go to: ***www.eduscapes.com***

▪ **Information gap activities:** These activities are popular with students, excellent for teaching and reinforcing key vocabulary, and are also a good way to encourage predictions about the text to be read. Photocopy two copies each of one or two key illustrations from the text to be read (or if none is available, use a related photo or illustration about the topic at hand), featuring the key concepts and vocabulary to be emphasized. Whiteout certain portions of one of the two identical drawings (and/or add additional items to one of the two identical drawings). One student describes the picture that has not been altered. The other listens and notes deletions and additions, making needed changes.

Effective, low-prep frontloading activities

- *Example: Photocopy two identical drawings from a text featuring a medieval scene. Whiteout the drawbridge on the castle, draw in a knight swimming in the moat, whiteout the flag flying from the top turret, and draw in a catapult on the east side of the castle. If desired, you may circle the changes you've made on the altered copy, therefore directing the student to where the changes have been made. Students now work in pairs. One of the students in each pair will have the original copy, and the other the altered one. Students turn their backs to each other or otherwise ensure that they can't see each other's papers. The student with the unaltered copy describes the scene. The student with the altered drawing now draws in or deletes items, making to ensure that the two diagrams become identical. Finally students now compare their drawings to see if they've accurately communicated with each other.*

  Since **we** are making the changes it allows us to add or delete portions of the drawing that focus upon the vocabulary or concepts we wish to highlight. As many or as few aspects of the drawing can be altered as desired. Students may also be directed to speculate about the scene: what, where, why, how, when, and who are involved in the scene, what might have happened previous to the scene or what might ensue. These discussions in pairs can then be held whole class.

- **KWLH charts**: Ask the group and scribe their responses: ("What do you know?" "What do you want to know?" and after reading, "What did you learn?" "How did you learn it?") *A caution about KWLs: make sure to revisit any false concepts students may have about the topic and compare them to the original responses, or students may stay with the original misconception*

- **Narrative advance organizers:** Tell a story that illustrates key ideas, or that build background knowledge for what you will be reading or studying. In many cultures storytelling is a prime form of conveying information and shared cultural beliefs. The story may be true, or a total fabrication. The protagonist may be a character, fictional or not. Even better, make the protagonist you… the teacher!

- **Outside/Inside circle:** This is similar to *Fold the Line* except that you make two concentric circles. The outer circle can move one to the left each time you wish students to change partners, either to discuss the same or a new prompt or question.

- **Pictorial input chart:** *(adapted from Brechtel, <u>Bringing it all together</u>)* Students love this strategy because they watch carefully as clues as to the identity of the picture are slowly revealed. Post a large piece of butcher paper on the wall, on which you have previously lightly drawn in pencil the outline of the figure you'll be drawing in marker in front of the class *(you may want to use an opaque projector or an overhead projected onto the butcher paper to trace around prior to the day of the lesson.).* Group the information you'll be discussing regarding the background knowledge necessary to understand the new topic. As you trace around the outline of the shape (i.e. the figure of a conquistador if you're studying the conquest of the Americas), discuss important background information. *(for example, as you draw the head, discuss factors motivating the Spanish and Aztecs and how they were different. As you draw the arms discuss the difference in weapons between the two groups, etc. You can also use this as an opportunity to activate prior knowledge by asking anticipatory questions about each sub-topic.)*

- **Picture this:** Show a picture depicting a topic related to the text. Ask students to make predictions about the picture. You may want to assign different questions or questions stems (i.e. what, who, when, how, etc.) to each pair or group of students and have them make up their own question regarding the picture, which they then try to answer. Not only does it get the students thinking about the topic, in addition when the picture is closely related to the text, students become interested in whether or not their predictions turn out to be true. ***Using pictures to generate and build vocabulary:*** *Briefly show a picture(s) featuring key vocabulary and images central to the story and student pairs to generate descriptive lists of everything they remember seeing in the picture. Generate a class list, and then show the picture again, further adding to the list.*

- **Plus-Minus-Interesting (P-M-I)**: This is a good technique when working with potentially controversial topics. The teacher presents a statement from the text or a main idea. Students react to the statement in groups by listing pluses, minuses, and interesting thoughts related to the statement. Students can review and revise their lists after reading.

- **Preview guides**: This guide directs students to pre-read titles, headings, subheadings, descriptions of related figures, and summaries. Students can preview and make predictions about content in pairs, followed up by a whole-group discussion.

Effective, low-prep frontloading activities

- **Probable passage:** The teacher selects 8-10 words from the novel or unit you will be studying. Students, working in pairs or small groups, anticipate how they would place the words into categories: characters, setting, problem, outcomes, and unknown words. (Hence it is helpful to select words that will fall under various categories.) Students must then anticipate what they would expect to be a 'gist' statement that would best summarize what they expect the text will be about. They also list three things they would like to discover about the text. (See template included in this handbook.) During reading periodically direct the students to revisit their original assertions and make changes where necessary.

- **Simulation games**: have a small mini-skit or simulation around the topic of the text. Placing students in roles related to the topic is a powerful way to build background around the topic. Examples include the following empathy activities**:** (*Any time we can get students to empathize with the plight of fictional characters or historical figures, student interest and comprehension will increase markedly. Here are some ways to do so)*
  - √ **What if:** Capitalize on the central theme, problem, or dilemma of the central characters by asking students, *prior to reading,* what they would do in a similar situation (i.e. before studying the Civil War "What if your neighbor had way more money than you had and they tried to make laws that they believed would make the world a fairer place, but the laws would make you even poorer, even as they became even richer? Would the new laws be fair?"
  - √ **Artifact enactments:** Using one of the central artifacts from a book, a chapter in a book, or an event about to be studied, ask students (either in small groups or as a whole class) to make up a short skit featuring the artifact and an accompanying thought, idea, or theme (i.e. for Goodnight Moon give them a cut-out cardboard moon and the thought "good-byes", for Charlie and the Chocolate Factory give them piece of chocolate and the word "magic", or for Why Mosquitoes Buzz in People's Ears give them a picture of a mosquito or a mosquito "puppet" made out of a paper bag or paper plate mask held by a popsicle stick and the word "gossip".) If a story or event has several significant artifacts, each group can be given a different artifact and thought or word.
  - √ **Letters of redress:** *(adapted from Wilhelm '02)* Pose a central problem or area of concern either identical or similar to that to be addressed in the story, novel, historical account, etc. Ask students, either individually, in groups, or as a whole-class, to write a letter to

Effective, low-prep frontloading activities

one of the characters stating their concerns and their recommendations for a solution.

- **Somebody wanted but so:** This graphic organizer has four columns, with the words *somebody, wanted, but*, and finally *so* heading the top of each. Activate students' prior knowledge by talking about examples in their own lives when ***somebody*** (write their own name or the person they know well who they're using as an example) ***wanted*** something (what the person wanted goes in this second column) ***but*** they couldn't have it and why (what and why in third column) ***so*** (how they resolved it goes in the fourth column. Now have them continue the graphic organizer from examples of characters' conflicts from the story or piece of literature.

- **Taking the test first:** Give the students the test, or at least select questions from the test, prior to studying the content. Have them guess at the answers. They often pay much closer attention afterwards when studying because they're naturally curious to see if they were correct.

- **Timed quick-sketch:** Ask students to do quick-sketches of as many associated thoughts, ideas, topics etc. as possible (alternately they may write instead of draw, or be given the option to do either)

- **Videos:** *Movies have the potential to build missing background knowledge for culturally and linguistically diverse students. However if not used appropriately, they can be ineffective:*
  - The two keys to effectively using video clips to build missing background for struggling learners are:
    1. Short clips: (in many instances as short as 30 seconds-2 minutes)
    2. Student interaction: (Turn off the volume and have students discuss what they're seeing in order to activate current background knowledge. Then the teacher may narrate during the second go-round, pointing carefully to explicitly demonstrate vocabulary and concepts. After one or more teacher narrations, pair students and have them narrate the same clip for each other. Often it is helpful to have key vocabulary represented in the clip listed on the board during this process.)

Engaged learning & the ELL student

Note: for a video showing these strategies in the classroom, entitled "Maximizing the active participation and language learning of ELL students using read aloud, shared reading, and word work" go to The Bureau of Education and Research, and Select Video Training Resources, or directly at http://www.ber.org/video/vevb.cfm
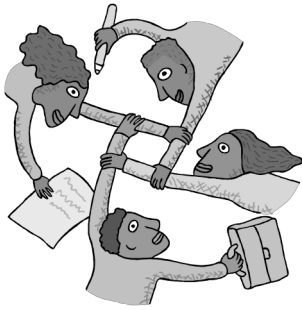
Increasing student interaction in a balanced literacy model

The following strategies will increase student interaction and therefore heighten comprehension and further the effectiveness of balanced literacy, as well as throughout the academic day. They involve all students in ways that help them to be successful, increase their sense of accomplishment, and motivate them to continue to participate.

In these instances it is important to pay attention to seating arrangements to account for different levels of English language competency and encourage participation (such as placing an ELL newcomer near a bilingual student or a monolingual English speaker who will be particularly skilled at including the newcomer), often also placing the newcomers close to the front of the group. At times it may be most productive to encourage ELLs to use either the native language and/or English, or indeed to code-switch between the two, in order to best process the ideas and connect with the text.

Word study:

Make word study more interactive to increase comprehensible input (understanding) and output (language used) of ELL students

- All call out (versus one student answering)
- Draw on your neighbor's back: *When studying word families, punctuation, morphology, etc. one student writes the word or concept in question on their neighbor's back. The neighbor then deduces what feature or word has been drawn on his back.*
- Draw on an arm or leg with a forefinger: *all students in the group may simultaneously write a word or sketch a concept on their forearms, thighs, or the palms of their hands.*
- Draw in the air: *all students simultaneously sketch in the air using their forefinger. They may at times repeat a word, paraphrase or summarize a concept orally, etc. in either their native language, or in English.*
- Individual student white boards: *students bring whiteboards to the rug in order to show their responses, sketch ideas, etc. The teacher may ask all to show their answers in order to assess comprehension.*
- Back to back: *two students sit back-to-back. One student dictates a word, gives directions regarding sequencing, drawing a product using key vocabulary, etc. The other student executes the instructions. Students compare their products.*
- Tell a neighbor: *students are given opportunities to turn to their neighbor to discuss opinions, possible answers, etc.*

- Partner or individual fold books: *simple student-made fold-books provide opportunities for students to write examples of words within a word family or rime pattern, show uses of punctuation, etc.*
- Thumbs up/thumbs down: *teachers quiz students, or students quiz partners, who indicate their responses by thumbs up for yes (correct) /thumbs down for no (incorrect)*
- Hold up cards: green for yes, red for no: : *teachers quiz students, or students quiz partners, who indicate their responses by holding up a green card for yes (correct) / or a red card for no (incorrect)* – another option is to color one side of a popsicle stick green, and the other red. Students hold up the color they wish to demonstrate their response.
- "Portable personal desktops": *students bring a hard surface to bring to the rug for writing, and a paper and pencil (for sketching or writing the answer, taking notes, graphic organizers, etc.).*
- Team answer: *teams or partners decide upon an answer and send one student from the group to run to the board to write the group's response.*

Shared Reading:
The same strategies listed above in word work can also be used to make shared reading more interactive. Shared reading strategies also work for interactive read-alouds.
*IMPORTANT: **The way the teacher reads the story can dramatically increase ELLs' comprehension and lead to more participation.*** Make sure to point to pictures when available (or sketch when not), and gesture to enhance comprehension. Stop periodically to allow for students to internally process what is being read.
- Develop students' understanding of unfamiliar vocabulary or concepts through whole-group discussion or opportunities to discuss with a partner through think-pair-shares. *L1 or English may be used.*
- Additional white board uses: *All students have white boards and write punctuation, spell a word as the teacher spells it, add ideas to a graphic organizer or sketch a picture of their prediction or connection on their white board.*
- While reading make gestures, use voice inflection, etc. to help convey the meaning of words, pointing to sketches or illustrations when necessary or possible.
- Sketch words on the white board, butcher paper, the overhead, etc.
- "Show" words through clip art, pencil drawings, acting out.
- Use realia (objects, pictures, games, toys, etc).
- Generate word lists to further elaborate upon content vocabulary, academic functions, essential high frequency vocabulary and so on.
- Rank or categorize words or concepts according to chronological sequence, level of importance, parts of speech, etc.
- Organize words or concepts with graphic organizers during the reading process.

Interactive read-alouds
Increase interaction during read-alouds to take advantage of rich language. Use illustrations often found in children's picture books when available. Incorporate the same interactive strategies listed in word work and shared reading to make read-alouds more interactive, as well as including some of the strategies listed below:
- **Interactive techniques to activate students' background knowledge:**

- o Ask students to do a timed quick-sketch, *in which they draw as many associated thoughts, ideas, topics etc. as possible (alternately they may write instead of draw, or be given the option to do either)*

- o Brainstorm: *Place students in pairs or small groups and have them brainstorm ideas around a prompt or question related to the topic of the text. Students then categorize those responses. Categories may be teacher-determined or student-derived. Share out with the whole class.*

- o Think-pair-share: *Provide students with a prompt that will assist them in relating the reading to their prior knowledge. They turn to their neighbor and discuss it.*
- o Picture this: *Show a picture depicting a topic related to the text. Ask students to make predictions about the picture. You may want to assign different questions or questions stems (i.e. what, who, when, how, etc.) to each pair or group of students and have them make up their own question regarding the picture, which they then try to answer. Not only does it get the students thinking about the topic, in addition when the picture is closely related to the text, students become interested in whether or not their predictions turn out to be true.* **Using pictures to generate and build vocabulary:** *Briefly show a picture(s) featuring key vocabulary and images central to the story and ask student pairs to generate descriptive lists of everything they remember seeing in the picture. Generate a class list, and then show the picture again, further adding to the list.*
- o Say anything: *briefly discuss information related to the* **theme** *of the text you will be reading. Ask them to turn to their neighbor and say anything this information brings to mind.*

- • **Build** background knowledge
- o Familiarize students with key vocabulary
- o For ELLs, vocabulary is best learned in context, directly connected with curriculum.
- o Demonstrate strategies that actively engage ELLs in learning vocabulary and key concepts to increase their comprehension:
  - • Sketch words
  - • Pass and sketch: *Present the meaning of a word, including photos when possible. Ask students to quickly sketch and label the word. They then pass their paper clockwise in a table group or circle. Each student now has a new paper. Present a second word, with visual support. Students sketch and label this new word and then pass their papers. This activity continues until all new words central to comprehending the imminent read-aloud are taught in this manner.*
  - • Students teach students
  - • "Show" words through clip art, pencil drawings, acting out
  - • Use realia (objects and pictures) i.e. plastic food, toys
  - • Show video clips
  - • Generate words lists
  - • Categorize words
  - • Rank words
  - • Organize words with graphic organizers

- • **During the read-aloud**

- Talk with their neighbor about targeted questions posed by the teacher, previously listed on a bookmark or other list, (See *"Linking kids to the text"* included in this handbook) or posed by their partner-reader *(making sure to address all levels of Bloom's taxonomy, and not just focusing upon comprehension).*
- Say anything: *The teacher pauses at specific points (especially immediately after something central occurs in the plot development) and directs students to talk with their neighbor about any reaction, comment, or question that comes up regarding the text being read. This allows students to direct the dialogue towards the ideas that are most pertinent to them.*
- Sketch in the air: *After reading a particularly descriptive segment, the teacher stops and directs students (while simultaneously modeling herself) to "sketch" in the air with their forefingers as the teacher re-reads the segment a second time. The idea is to focus upon the imagery generated by the language.*
- Use a fold book or graphic organizer to assist students in organizing their ideas. *Stop at various times and direct students to fill in the organizer.*
- Stop occasionally and model explicit learning strategies the reader may use to increase comprehension and analysis of the text. *Make sure to label the strategy, point to the chart (if available) on which the strategy is listed, and model the accompanying gesture tagged to the strategy if one has been taught.*
- Stop occasionally upon reading difficult text such as idioms, analogies, complicated thoughts or sentences, descriptive sections, and so on. *Ask students to talk with their neighbors about the learning strategies they may utilize to better comprehend the piece of text.*
- Ask students to fold their paper into four, six, or eight rectangles. *Stop at strategic points and ask students to sketch on the paper either 1. a connection they're making at that time; 2. a representation of what's happening in the text at that time; or 3. an inference or prediction they're making at that point.*
- Ask yourself a question: *stop at places that lend themselves to prediction about what is to follow. Students may either ask themselves, or their neighbor, a question about what is to come.*
- Subtle responses: ask students to nod their head, close one eye if they agree, put up a finger for which response they choose from a multiple-choice menu, etc. These responses involve everyone, but are muted so that incorrect answers are not easy for peers to note.
- *Note: Many of the strategies listed for activating and building background knowledge may also be used during the interactive read-aloud.*

Mod-ify

The composition of an instructional task, modified for ELLs:

Function + **content** + *support*

Examples:

- *Retell* the **historical events that led to the fall of the Soviet Union**, using a ***word bank and pictorial historical essay***.
- *Describe* the **states of matter** using ***picture cards, a word bank, and a graphic organizer*** prepared by group members.
- *Match* **fractions with their equivalents**, using *fraction tiles and fraction label cards*

A list of academic functions:

agree, assess, clarify, classify, compare, complete the exercise, contrast, critique, debate, deduce, describe, design, disagree, elaborate, enact, establish, explain, evaluate, hypothesize, identify, induce, illustrate, indicate, infer, inform, justify, learn, list, listen for, model, monitor, observe, order, organize, perform the task, persuade, plan, predict, preview, prioritize, problem-solve, prove, question, report, restate, retell, review, role play, scan, score, seek information, sequence, skim, solve, study, summarize, synthesize, take notes, test the hypothesis, warn, wish/hope, write

Let's try our hand at this:

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Possible task and assessment activities for varying levels of language proficiency:[1]

*"The easiest classroom strategy to remember is that activities (and languages) used for instruction of English language learners can **also serve for assessment**."*[2]

Any activities used by earlier stages of proficiency may also be utilized.

Level		Activity
Starting	1	➢ Identify objects by pointing ➢ Labeling, selecting options from a word bank ➢ Match or label pictures ➢ Follow one-step directions ➢ Sort objects, pictures, letters ➢ Select and list options from a word bank ➢ Illustrate and label words in a graphic organizer form ➢ Make collages, photo-journals or picture dictionaries ➢ Sketch concepts represented in simplified, scaffolded speech when given visual support ➢ Sequence objects, pictures, or words ➢ Repeat or give one-word answers ➢ Act out/ pantomime ➢ Supply yes/no, true/false, thumbs up/thumbs down, green for yes/red for no responses to verbal input ➢ Fill in simple cloze exercises when provided with a word bank ➢ Chime in chorally with frequently-practiced chants, poems, and songs ➢ Copy text
Emerging	2	➢ Match vocabulary to definitions

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[1] Based in part upon*; p. 30,* Gottlieb, M. 2006, *Assessing English language learners,* Corwin Press, Thousand Oaks, CA

[2] p. 29, Gottlieb, M. IBID

		➢ Answer either/or questions ➢ List one-word or phrasal answers ➢ Identify and copy one word or short-phrase information from an appropriate level text ➢ Name and describe objects, people, events, or phenomena with phrases ➢ Follow 2-3 step directions ➢ Draw icons or sketches to represent word meanings or larger concepts ➢ Plot timelines, number lines, schedules ➢ Repeat words or phrases from narrated picture or video presentations, initially from word bank options, and later without (particularly after viewing and listening to scaffolded input regarding the visuals multiple times) ➢ Analyze and extract information from charts and graphs ➢ Define and categorize objects, people, or events with visual or graphic support ➢ Be provided with only two selections for multiple choice questions (ensuring that both the question and the answer options reflect straightforward syntax ➢ Sequence objects, pictures, or phrases ➢ Sort words or phrases into categories provided by the teacher or other students ➢ Scan to find key words in text and, depending upon text difficulty, summarize in a short phrase the gist of the identified sentence ➢ Fill in cloze exercises when provided a word bank (To even further support students, we may place a label below the bank, such as 'person, product, country, emotion, place, etc.) ➢ Answer modified multiple-choice questions ➢ Search for or apply clip-art to Word documents, Powerpoints, etc. ➢ Give simple, one – two- word directions to a peer ➢ Read native language academic texts from books or the Internet, and, using web-based translation programs, providing translated paraphrased summaries in English ➢ Listen to basic English sentences and represent the concepts in numeric notation

		➢ Decode simple text after listening to it modeled (initially in small chunks or phrases and after repetitions, and later with longer chunks being modeled and with fewer repetitions) ➢ Maintain and use a personal English/spelling dictionary to write simple phrases and basic sentences ➢ Use truncated phrases to paraphrase text of limited linguistic complexity ➢ May be given fewer, modified, questions (those concepts most crucial to the content) to answer ➢ Be allowed to complete the assessment in a small group instead of alone ➢ Are allowed unlimited access to the teacher in order to ask questions during exams and quizzes
Developing	3	➢ Compare visually or graphically-supported sources of information, using a graphic organizer ➢ Compare and contrast objects, people, and events using phrases or full sentences ➢ Outline speech and text using graphic organizers ➢ Sort words or phrases into categories (either student-determined or provided by the teacher or other students) ➢ Interpret, summarize, or explain information from charts, graphs, and graphic organizers to produce oral or written phrases or sentences ➢ Make predictions, hypotheses, etc. based upon illustrated stories, events, or inquiry ➢ Take notes ➢ Produce short stories, poetry, or structured reports with support ➢ Role play characters or events in a play or interview format, with some expected hesitations and errors ➢ Write journal entries, using full sentences ➢ Edit writing (possibly with guidance or using word processing features) for errors in spelling, punctuation, and word choice

		➢ Use complete sentences to paraphrase text of limited linguistic complexity with accuracy ➢ Fill in cloze exercises without a word bank ➢ Present information as a list of bulleted items instead of in prose ➢ Be given extra time to complete the assessment ➢ May be graded on content understanding and not penalized for incorrect grammar, syntax, or spelling ➢ Be allowed to discuss the assessment with peers, without actually writing, before proceeding to then perform the assessment alone ➢ Are permitted to approach the teacher more frequently with questions during exams and quizzes
Expanding	4	➢ Paraphrase increasingly complex text ➢ Explain processes or procedures with extended discourse, in paragraph or essay form ➢ Produce original models, demonstrations, or exhibitions, after gaining assistance in organizing and planning complex language constructs and functions ➢ Summarize and draw conclusions from speech and text ➢ Construct charts, graphs, and tables ➢ Interpret (either in written or oral form) graphic organizers ➢ Discuss pros and cons of issues ➢ Role play characters or events in a play or interview format with near-native fluency and confidence ➢ Author poetry, fiction, and nonfiction, although with expected errors in register for the intended audience ➢ Compare and contrast increasingly complex text
Bridging	5	➢ Tasks and behaviors will be at grade level, but with expected errors in linguistic features such as complex grammar, spelling, word choice, appropriate language choice for the given register, and so on.